

A Sample *Longitudinal* Rubric

Level of Achievement in Swimming

<p><u>Camper Name:</u></p> <p><u>Present Level:</u></p> <p><u>New Level:</u></p> <p><u>Instructor:</u></p>	<p>Level A SEAHORSE</p> <ol style="list-style-type: none"> 1. Pool rules and basic water safety 2. Blow Bubbles 3. Jump from the side with the aid of instructor 4. Back float with aid of instructor 5. Flutter kick with kickboard from wall to instructor 6. Adjustment to water <p>Level B STARFISH</p> <ol style="list-style-type: none"> 1. Pool rules and basic water safety 2. Blow Bubbles 3. Bobs 4. Prone glide to instructor 5. Back float ~10 seconds 6. Front float 5-10 seconds 7. Flutter kick 1 width with kickboard, blowing bubbles 8. Jump from side 9. Swim 34 strokes to instructor, arms CUT, Face IN <p>Level I SUNFISH</p> <ol style="list-style-type: none"> 1. Pool rules and basic water safety. Rescue component: Reaching Assist 2. Blow Bubbles 3. 10 Bobs 4. Prone glide 10 seconds, face submerged 5. Front glide with kick 6. Front float, 10 seconds 7. Flutter kick with kickboard, 25 yards 8. Freestyle (front crawl) 10 feet, arms out of the water 9. Back glide 10 seconds 10. Back float 20 seconds 11. Jump from side, deep water
<p>Level II ANGELFISH</p> <ol style="list-style-type: none"> 1. Pool rules and basic water safety Rescue component: Reaching Assist 2. Bobs 3. Open eyes underwater 4. Prone glide/float 5. Freestyle, rotary breathing, 25yards 6. Flutter kick with rotary breathing, 25 yards 7. Back float, 1 minute 8. Backstroke, 1 width 9. Jump from side, deep water 10. Knee dive 11. Survival float, 1 minute 12. Treading water, 1 minute <p>Level III BLUEFISH</p> <ol style="list-style-type: none"> 1. Pool rules and basic water safety. Rescue component: The Buddy System 2. Retrieve object from 5 feet 3. Bobs 4. Freestyle with notary breathing, 25 yards 5. Combination Swim: 25-ft. freestyle, 25 ft. backstroke, continuous 6. Freestyle 25 ft., tread water 30 seconds, return to side 7. Flutter kick with rotary breathing, 25 yards 8. Standing dive: Minimum depth of pool—feet 9. Backstroke, 25 yards 10. Introduce elementary backstroke 11. Survival float, 3 minutes <p>Level IV TUNA</p> <ol style="list-style-type: none"> 1. Pool rules and basic water safety. Rescue component: The Buddy System 2. Bobs, deep water 3. Underwater swim, 25 feet 4. Treading water, 6 minutes 5. Elementary Backstroke 6. Head first surface dive 7. Survival float, 7 minutes 8. Freestyle with 'S' pull 9. Breast stroke 10. Swim 150 yards: Freestyle, Backstroke, Breaststroke, 50 yards each 	<p>Level V MANATEE</p> <ol style="list-style-type: none"> 1. Pool rules and basic water safety. Rescue component: The Rescue Tube Freestyle 200 yards endurance swim, nonstop Survival float, 15 minutes Treading water, 10 minutes Open turns, all strokes Backstroke, 'S' pull Butterfly, dolphin kick, arms out of the water <p>Level VI ORCA</p> <ol style="list-style-type: none"> 1. Pool rules and basic water safety. Rescue component: Approach Stroke Freestyle, 200 yards, notary breathing, 'S' pull Backstroke 200 yards, 'S' pull Breast stroke 200 yards, with correct frog kick and arm pulls, Sidestroke 50 yards Butterfly 25 yards, dolphin kick, arms out of the water Flip turn Feet first surface dive <p>INSTRUCTOR SUMMARY AND GENERAL COMMENTS:</p>

Longitudinal Rubric from the Assessment Wizard™

RESEARCH

- 6: Students are purposeful, thorough, thoughtful, critical, focused, and effective in doing research. They pursue their own and assigned research in great depth and breadth. They ask penetrating questions and pose sophisticated hypotheses; they address them with unusual rigor, care, and imagination. They are adept at winnowing important information from a mass of detail. They come up with striking and well-substantiated findings. They -**
- Develop sophisticated research projects and bring them to fruition with a minimum of direction. (Teachers are more like older colleagues).
 - Recognize that different kinds of questions require different strategies, and they use their technical knowledge and understanding to select an appropriate strategy.
 - Dig deep, going well beyond obvious and easily-accessible sources.
 - Make careful records of relevant findings/observations/comparisons, clearly identifying points of particular significance.
 - Wisely decide the level of precision and thoroughness needed in measurements and collect data that satisfy these requirements.
 - Use their data to carefully test relationships between key ideas/theories/variables.
 - Identify and explain anomalous facts/observations/measurements.
 - Often draw not obvious, even novel conclusions from their evidence.
 - Unflinchingly criticize their design as to how they might improve it and the research.
 - Communicate findings and arguments using sophisticated language.
 - Show their awareness of the degree of uncertainty in their research.
 - Refer to and critically consider the range of alternative views.
- 5: Students are purposeful, focused, and effective in doing research. They pursue their own and assigned research with great thoroughness. They ask important questions and pose testable hypotheses, addressing them with rigor and imagination. They can winnow the important information from a mass of detail. They come up with substantiated findings. They -**
- Effectively evaluate and synthesize information from a range of sources.
 - Recognize that different kinds of questions require different strategies.
 - Decide which sources/data are relevant and include suitable detail in their notes and data collection.
 - Dig deep, going beyond obvious and easily-accessible sources.
 - Decide the level of precision needed in comparisons or measurements, and where appropriate collect data enabling them to test relationships among variables.
 - Identify and begin to explain anomalous observations/measurements/findings and allow for these when they report results.
 - Use their knowledge to draw apt conclusions from their evidence.
 - Communicate findings and arguments using appropriate technical language.
- 4: Students are focused and effective in doing research. They pursue their own and assigned research with thoroughness. They ask good questions and pose testable hypotheses, addressing them with persistence and discipline. They can make sense of large amounts of information. They come up with substantiated findings. They -**
- Use technical knowledge as well as interests to decide on appropriate approaches to the questions.
 - Identify many key questions/issues/factors and plan appropriately.
 - Synthesize information from a range of sources, and identify possible limitations in secondary sources.
 - Make systematic observations/measurements with precision, using a wide range of resources.
 - Identify when they need to inquire further/repeat measurements, etc. in order to obtain reliable data.
 - Where appropriate represent data in graphs, using lines of best fit.
 - Draw conclusions that are consistent with the evidence and explain these using their technical knowledge.
 - Consider with some care whether the information they have collected is sufficient for the conclusions they have drawn.
 - Communicate what they have done using technical language and conventions which show awareness of alternative views.

Rubric Samples from the Assessment Wizard™

RESEARCH (continued)

3: Students are focused in doing research. They pursue assigned research with thoroughness appropriate to the resources consulted. They ask questions and pose testable hypotheses that reflect their interests and knowledge and they address them with care. They work best with a teacher-managed set of information. They come up with substantiated findings. They -

- Pursue questions in detail that have been presented to them, or pursue their own research with some teacher help.
- Use their knowledge to identify an appropriate research strategy, with minimal teacher guidance.
- Select and use sources of information effectively.
- Engage in enough inquiry/measurement/ observation for the task.
- Measure a variety of quantities with precision, using fairly complicated instruments.
- Identify facts/sources/measurements/observations that do not fit the main pattern found.
- Draw conclusions that are consistent with the evidence and use their technical knowledge and understanding to explain them.
- Make reasoned suggestions about how their methods could be improved.
- Select and use appropriate methods for communicating their findings using appropriate language.

2: Students are focused in doing directed research. They are beginning to ask good questions and pose testable hypotheses, and can address them with some rigor. They work best with a teacher-managed set of information. They come up with findings based on evidence and argument. They -

- Identify an appropriate approach to their research with teacher direction.
- Select wisely from a range of accessible and obvious resources.
- Identify key factors to be considered.
- Make predictions based on their technical knowledge.
- Select equipment and make a deliberate plan.
- Make a series of observations, comparisons or measurements with precision appropriate to the task.
- Begin to repeat observations and measurements and to offer simple explanations for any differences they encounter.
- Record facts/observations/measurements systematically.
- Draw conclusions that are consistent with the evidence and begin to relate these to their growing technical knowledge.
- Make practical suggestions about how their methods could be improved.
- Use appropriate language and conventions to communicate their findings.

1: Students are interested in finding things out. They can address assigned questions with assistance. They work best with a teacher-managed and limited set of information. They come up with findings based on evidence.

- Respond to suggestions about how to find things out; and, with help, collect data to answer questions.
- Use easily-accessible and easy-to-use sources to find information.
- Use simple equipment provided and make observations related to their task.
- Observe, compare, and report what they observed.
- Describe their observations using some technical vocabulary.
- Offer conclusions based on some evidence.
- Say whether what happened was what they expected or what they learned from the research.

The Assessment Wizard, a joint venture of *Relearning by Design* and the *Educational Testing Service*, contains over 40 rubrics and enables the customizing of rubrics, the addition of bullets to generic rubrics, and the ability to merge rubrics into more holistic rubrics.

Testing Your Rubric & Checklist Ideas

Part 5: Test your rubrics and checklists against the following questions:

a. Could you meet all the criteria, get high scores - but the work still not really be excellent? Are you scoring what is easy to score rather than what is most important?

Examples:

- Writing rubrics that score only mechanics and organization. Paper could be technically sound in this way, but be boring, superficial, off topic, etc.
- Map-making rubric that scores only accuracy. But while accurate, the map may be illegible, lacking in a key, etc.

Key to the test: are you scoring the purpose of the task? Are you scoring mindful of the traits of truly excellent work at such a task?

“The point of [the performance] is _____. That means we should be assessing whether or not [the performance] was _____”

b. Are any of the criteria or reasons for the score given perhaps arbitrary? In other words, are you giving or taking away points based on characteristics that have little to do with excellence at this particular task? Examples:

- Scoring the length of the paper instead of its quality
- Demanding that the performance follow an arbitrary format, even though expert performance admits of many different forms or approaches
- Looking for variety and number of resources used in research instead of the appropriateness and thoroughness of the resources
- Assessing for how many colors were used on a map instead of whether the map is readable

“The best pieces of work are those which are always ____ [insert each trait from your list to test its aptness] _____. If they aren’t [trait] they cannot be excellent.”

Does the sentence make sense or not? If yes, the trait is appropriate; if not, it is probably arbitrary. Example: The best essays are those which are always 5-paragraph” is not true; the criterion is arbitrary.

Criteria & Rubric Ideas & Tools

By what criteria should understanding be assessed? The challenge in answering is to ensure that we assess what is *central* to the understanding, not just what is easy to score. In addition, we need to make sure that we identify the *separate* traits of performance (e.g. a paper can be well-organized but not informative and vice versa) to ensure that the student gets specific and valid feedback. Finally, we need to make sure that we consider the different *types* of criteria (e.g. the quality of the *understanding* vs. the quality of the *performance* in which it is revealed). Ideas for criteria and rubric titles and types are provided on the next few pages.

Criteria related to understanding and performance

<i>quality of the understanding</i>	<i>quality of the performance</i>
accurate	comprehensive
circumspect	elegant
credible	effective
critical	efficient
illustrative	engaging
illuminating	fluent
insightful	practical
grounded	graceful
justified	high-quality
meaningful	informative
nuanced	mechanically sound
plausible	moving
perceptive	persuasive
revealing	poised
sensitive	polished
significant	precise
sophisticated	skilled
thoughtful	solved
unusual	thorough

Criteria/

Different types of performance-related criteria

content	process	quality	result
Describes the <i>degree of sophistication</i> of the understanding of concepts, principles, and processes. Also refers to <i>content accuracy/appropriateness</i> .	Describes the <i>degree of skill</i> . Also refers to the <i>appropriateness of the processes/behavior/methods</i> used.	Describes the <i>degree of quality</i> evident in products and performances.	Describes the overall <i>impact</i> and the extent to which goals, purposes, or results are achieved.
accurate appropriate authentic complete correct credible explained justified important in-depth insightful logical makes connections precise relevant sophisticated supported thorough valid	careful clever coherent collaborative concise coordinated effective efficient flawless followed process logical/reasoned mechanically correct methodical meticulous organized planned purposeful rehearsed sequential	attractive competent creative detailed extensive focussed graceful masterful organized polished proficient precise neat novel rigorous skilled stylish smooth unique well-crafted	beneficial conclusive convincing decisive effective engaging entertaining informative inspiring meets standards memorable moving persuasive proven responsive satisfactory satisfying significant useful understood

Criteria related to the 6 facets of understanding

<i>explanation</i>	<i>interpretation</i>	<i>application</i>	<i>perspective</i>	<i>empathy</i>	<i>self-knowledge</i>
accurate elegant coherent justified thorough predictive	meaningful important revealing significant illustrative illuminating	effective efficient fluent practical graceful appropriate	credible revealing insightful critical plausible unusual	open sensitive responsive receptive perceptive tactful	self-aware metacognitive self-adjusting reflective insightful wise

Identifying Performance Traits

(first steps in scoring-guide design)

PART 1 – By yourself, list distinct traits of excellent performance at some task.

“For _____ [task] to be excellent, it must be –”

<input type="checkbox"/>	_____
<input type="checkbox"/>	_____
<input type="checkbox"/>	_____
<input type="checkbox"/>	_____
<input type="checkbox"/>	_____
<input type="checkbox"/>	_____
<input type="checkbox"/>	_____
<input type="checkbox"/>	_____

PART 2 – With your group, consider your lists in Part 1 and agree on up to 8 of the most important traits of successful performance. List them below.

1.	_____
2.	_____
3.	_____
4.	_____
5.	_____
6.	_____
7.	_____
8.	_____

PART 3 – Given your brainstormed group list in Part 2, compress your list for efficiency: put similar or overlapping traits into no more than 3-4 categories.

Example:

- | | | |
|--|---|------------------------|
| 1. eyes stay focused on audience | } | = engages the audience |
| 2. hooks the audience with a vivid story | | |
| 3. responds to questions | | |

the group's list from Part 2

revised traits

1. _____

2. _____

3. _____

4. _____

5. _____

6. _____

7. _____

8. _____

Part 4 – Given your revised list of traits on the previous page, consider which are “black & white” and which are “shades of grey”: (You may also want to add more checklists, given your ideas in Parts 1 and 2, or new ideas.)

1. _____

2. _____

3. _____

4. _____

checklist

rubric

☐
☐
☐
☐
☐
☐
☐
☐

Use a **checklist** for any trait that is “black and white” - i.e. yes/no, either/or.

Use a **rubric** for any trait that is likely to produce “shades of grey” - i.e. a *range* of quality, along a continuum.

Examples:

a. Most likely best assessed via a *checklist*:

- Paper has a title
- Student was present
- Homework handed in
- Bibliography attached
- Map has a key

b. Most likely best assessed through one or more *rubrics*:

- Persuasiveness
- Clarity
- Creativity
- Neatness